

Overview of the Maker Model

<p style="text-align: center;">Content Modifications</p> <p><i>What is taught or learned – the concepts, information, ideas and facts within the curriculum.</i></p> <ul style="list-style-type: none"> • Abstractness • Complexity • Variety • Methods of Inquiry • Study of People <p>Complexity (beyond the basics), big ideas, connections between ideas, history behind ideas, real issues, cross-disciplinary studies, advanced subject matter, areas of interest and passion, development of self-understanding (including of own abilities), resilience, assertiveness, interpersonal skills.</p> <p><i>Nurturing Gifted and Talented Children: A Parent-Teacher Partnership (MOE, 2008)</i></p>	<p style="text-align: center;">Process Modifications</p> <p><i>How the content is taught or learned – how new material is presented, what activities students are involved in, what teaching methods are used.</i></p> <ul style="list-style-type: none"> • Open-endedness • Higher levels of thinking • Debriefing/Reasoning • Freedom of choice • Group Interaction • Pace <p>Open-endedness with multiple potential answers, discovery, choice, faster pace, and less practice for the basics; in-depth study of more challenging material; time to delve; independent study; competitions; discussion; methods of working like a professional in a branch of knowledge; creative, critical, and caring thinking; outlets for expressing feelings, for example, through painting, drama, music, role play of social situations.</p> <p><i>Nurturing Gifted and Talented Children: A Parent-Teacher Partnership (MOE, 2008)</i></p>
<p style="text-align: center;">Product Modifications</p> <p><i>How learning is evidenced by gifted and talented students – tangible or intangible results of learning, ‘real’ solutions to ‘real’ problems.</i></p> <ul style="list-style-type: none"> • Transformation • Real problems • Real Audience • Evaluation <p>Choice of style of presentation; creative/original products or performances; synthesis of information in a new form rather than reproducing ideas (going beyond the written project); communication to an audience; participating in a competition, for example, Manu Kōrero speech or Stage Challenge; solutions to real issues or problems; being of service to others. Products also include the intangible outcomes, such as attitudes, values, self-esteem, and self-understanding.</p> <p><i>Nurturing Gifted and Talented Children: A Parent-Teacher Partnership (MOE, 2008)</i></p>	<p style="text-align: center;">Learning Environment Modifications</p> <p><i>Physical and psychological environments, where the students learn and how they are treated, how their social and emotional needs are met.</i></p> <ul style="list-style-type: none"> • Learner centred • Independence • Openness • Accepting • Complexity • High Mobility <p>Allows for mobility, creativity, risk taking, challenge, use of the community, use of virtual instruction, with the teacher as facilitator not controller or disperser of knowledge.</p> <p><i>Nurturing Gifted and Talented Children: A Parent-Teacher Partnership (MOE, 2008)</i></p>

